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| Teacher(s) Name: Tom Englert;  Thematic Unit Theme/Title/Grade Level: FLORIDA: St. Augustine; 4th grade Wiki space address: <http://ucfgr4floridaf09.wikispaces.com/> Daily Lesson Plan Day/Title: Day 4: Dip into a webquest of St. Augustine Learning Objectives  What will students accomplish / be able to do at the end of this lesson?  - The student will use previous background knowledge for the web quest assignment.  - The student will be able to comprehend how to research and find answers to a number of questions by using the internet.  - The student will receive an understanding of how St. Augustine came about and who the original settlers were. - The students will be able to recognize explorers and why they were famous. - The students will be able to understand that St. Augustine is the oldest city in the nation. - The student will understand how St. Augustine was a permanent European settlement in Florida.  - The students will have a hand’s on experience with different artifacts.   NCSS Theme/Sunshine State Standards List each standard. Cutting and pasting from the website is allowed. These can be downloaded from the Florida Dept of Education <http://flstandards.org>.  SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions.  SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.  SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.  SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media.  LA.4.6.1.1: The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task). LA.4.6.2.1: The student will select a topic for inquiry, refine a predetermined search plan. LA.4.6.4.2: The student will determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.  Student Activities & Procedures Teacher Activities/Student Activities • What best practice strategies will be implemented? • How will you communicate student expectation? • What products will be developed and created by students?  In the classroom: (15 minutes) 1. The teacher will activate prior knowledge by asking the child “What did we learn from yesterday’s lesson?”  2. Next, the teacher will have each child write in their journal on what their favorite learning center was and why and then one thing that they want to learn more about in today’s lesson.  3. The student will turn this journal in for review by the teacher because it will be used as the pre-assessment. 4. When the daily journal assignment is complete the teacher will hand out the web quest assignment worksheet.  5. The teacher will review the assignment and ask detailed questions to activate a detailed mode of thinking/ instruction and scaffold the students learning.  6. The students will line up and we will proceed to the computer lab.  ***In the Computer lab: (45 minutes)*** 1. The students will find their assigned computer. (Each child will have an index card with their computer number and log-in information). 2. The teacher will review in detail the assignment for a second time to enhance the students memory of what they should be completing during today’s lesson. 3. The teacher will allow the students onto the web quest to begin their work. 4. The teacher will move around within the lab and answer any questions the students may have. 5. As questions come up from the students the teacher will answer them whole class. 6. The teacher will give a five minute warning before it is time to go.  7. The teacher will have the students close out all information on the computer and log off of them. 8. The students will get in line and go back to the classroom.   Directions for the web quest assignment: Each of the students will receive a worksheet that has four websites on the worksheet. Under each website there will be approximately five questions to answer by researching the information on these websites. The questions located under the websites will be found at that website and not on any other website. After the student finds the answer within the website then they must write the answer to the question in complete sentences on the worksheet. After the assignment is complete the students will turn it in and it will be used as an end of unit assessment.   Resources/Materials  1. Prior knowledge of previous days learning. 2. Discussions 3. Writing journals/pencils 4. Index cards with student/computer log-in information. 5. The webquest worksheet 6. The computer lab/ websites: - <http://www.staugustine4kids.com/activities.shtml> - <http://www.oldcity.com/history-information.cfm> - <http://fcit.usf.edu/florida/lessons/augustine/augustine.htm> - <http://www.flmnh.ufl.edu/staugustine/intro.htm> - <http://www.staugustineinfo.com/>  Assessment • How will student learning be assessed? Authentic/Alternative assessments? • Are you using a rubric?  • Informal assessment: participation rubrics, journal entries, collaborative planning/presentation notes  Pre-Assessment: - The pre-assessment for today’s lesson will be the writing in the daily journal. The teacher will be able to analyze the student’s background knowledge about the previous learning centers. Further, the teacher will also be able to see what information will interest the students because they listed something they want to know more about.    Post-Assessment: - The post assessment for today’s lesson will be the web quest. The web quest will be graded by accuracy and how much of the assignment is complete. This will be considered the unit examination.   Exceptionalities What accommodations do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities, etc  ESOL/SLD: - For my ESOL/ SLD students I will incorporate less in depth questions for them to answer. I will also be sure that the websites listed incorporate pictures and highlighting of information. For these students I will print out a hard copy of the information on the websites and allow them to use the computer.   Gifted/Talented: - For the gifted students I will be sure and allow them to research further on questions that they find interesting. I will supply these students with more in depth questions that will quench their interest in learning more in depth information.   Discussion Notes Tonight’s homework will be: - For the students to get a good night sleep for our fun day in St. Augustine tomorrow.  - The students must remember to bring a bagged lunch and/or money for a lunch to buy. - To bring money for any items the student may want to buy. - Bring a pencil for the St. Augustine scavenger hunt. - To make sure they have shown the letter to their parents about our field trip.  [permalink](http://ucfgr4floridaf09.wikispaces.com/message/view/home/15875854)Posted Oct 24, 2009 11:15 am | | |
|  | [ThomasJamesEnglert](http://www.wikispaces.com/user/view/ThomasJamesEnglert)  Thematic Unit Theme/Title/Grade Level: Florida: St Augustine Fourth Wiki space address: <http://ucfgr4floridaf09.wikispaces.com/> Daily Lesson Plan Day/Title: Friday: Field Trip to St. Augustine Learning Objectives  What will students accomplish / be able to do at the end of this lesson?   - The student will have the hands on experience of going to St. Augustine and see it firsthand. - The student will experience the one day St. Augustine Old Time Trolley tour.  - The student will have a chance to purchase items within the museums and other locations throughout the old city.  NCSS Theme/Sunshine State Standards List each standard. Cutting and pasting from the website is allowed. These can be downloaded from the Florida Dept of Education <http://flstandards.org>.  SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.  SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media.  SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions.  SS.4.A.3.2: Describe causes and effects of European colonization on the Native American tribes of Florida.  SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.  SS.4.A.3.6: Identify the effects of Spanish rule in Florida. SS.4.A.3.7: Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.  SS.4.E.1.2: Explain Florida's role in the national and international economy and conditions that attract businesses to the state.  SC.4.L.17.4: Recognize ways plants and animals, including humans, can impact the environment. LA.4.3.1.3: The student will pre-write by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence. LA.4.3.2.2: The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and  Student Activities & Procedures Teacher Activities/Student Activities • What best practice strategies will be implemented? • How will you communicate student expectation? • What products will be developed and created by students? Today’s entire school day will be based on a field trip to St. Augustine. The main goal for this lesson is to allow the students to review all of the information they have learned throughout the St. Augustine unit. The students will need to be at the school by 7:30 in the morning so we can leave promptly at 8:00 am. We will be using a coach bus so the students can watch a movie geared on St. Augustine and its settlement. ***On the bus:*** 1. The student will meet in the classroom and find out their assigned chaperone for the field trip. 2. The students will walk to the bus and wait in alphabetical order. 3. The student will be assigned seats on the bus and get situated.  4. The student will be given an educational scavenger hunt on the St. Augustine and its settlement video. 5. The students will listen to and watch the video. As they are watching the video they will answer the questions on the worksheet. 6. After the video the students will communicate and say what they liked and disliked about the video.  ***During the Field Trip:*** 1. The student will wait to get off the bus until the teacher gets all the paperwork situated in St. Augustine with the tour. 2. The students will follow directions and stay with their chaperone parent when they get off the bus. 3. The student will begin their St. Augustine tour with Old Town Trolley.  The program is as follows: a. 10:00 – 10:30 Visit the Castillo de San Marcos- the Spanish fort built in the 17th century. b. 10:30-11:00 Visit Ponce De Leon’s fountain of youth and be able to experience drinking the water. c. 11:00- 11:30 LUNCH and buy items at the souvenir/ gift shop. d. 11:30- 12:00 Explore the old City- houses business and etc. e. 12:00- 12:30 Go to the Alligator park and review hoe these animals affect our environment. f. 12:30 Head back to the busses and board the same way we left the school.  ***On the Bus:*** 1. There will be another movie played on the way back to school. This video will be review for our next unit. This is just for fun- no worksheet.  ***Materials/ Resources*** 1. Attendance sheet and break down of chaperone lists 2. Coach bus will be needed for transportation. 3. Movie on St. Augustine/ movie on next unit’s topic 4. Scavenger hunt for the movie. 5. TV’s/ DVD player on the bus 6. Copy of field trip program 7. Paperwork for any medical issues for any of the students/ medicine (if needed)   Assessment • How will student learning be assessed? Authentic/Alternative assessments? • Are you using a rubric?  • Informal assessment: participation rubrics, journal entries, collaborative planning/presentation notes Be sure to include Pre/Post assessment in your lesson plans! Pre-Assessment: - Pre-assessment is the movie and worksheet.  Post-Assessment: - Homework writing assignment. The student will write a five paragraph essay on the following writing prompt. “Today I went to St. Augustine and… Explain!”  Exceptionalities What accommodations do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities, etc ESOL/SLD: - For the ESOL/ SLD students they will receive help from a chaperone, a talented student or the teacher when answering the questions.  Gifted/Talented: - These students will be able to help others who are having difficulties with the movie and its worksheet. Discussion Notes  - Tonight’s homework is to write a five paragraph essay on the above writing prompt. This writing will be used as a final assessment of the entire unit as well as the fieldtrip.  - The student will also have to bring in a paper bad so we can create our next units suitcase |